Visual Synectics

School planning is like gardening because …

Contents

5 Year-Comprehensive Education Plan

METNET Teleconference
June 3, 2002
1:00 pm to 4:00 pm

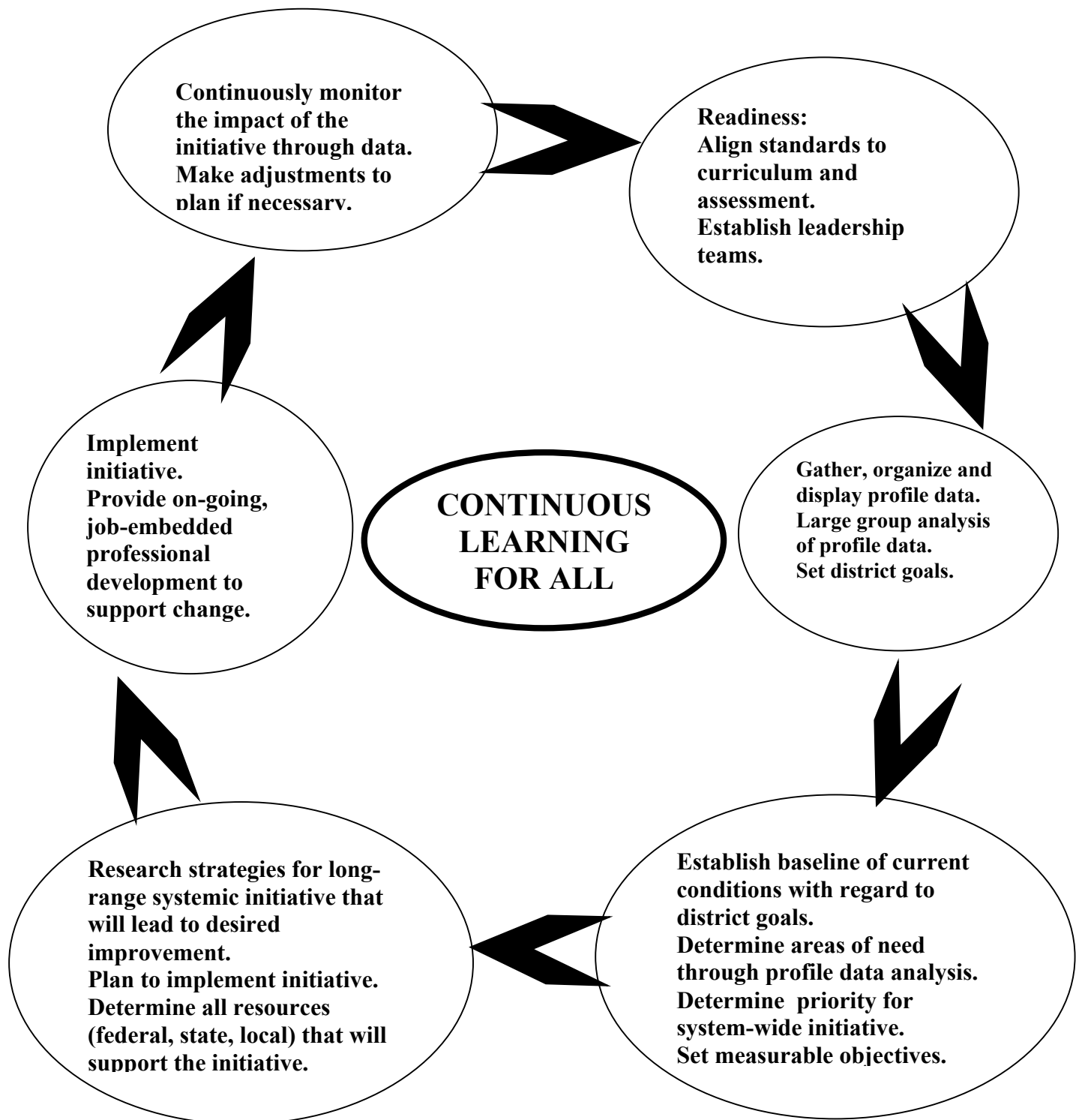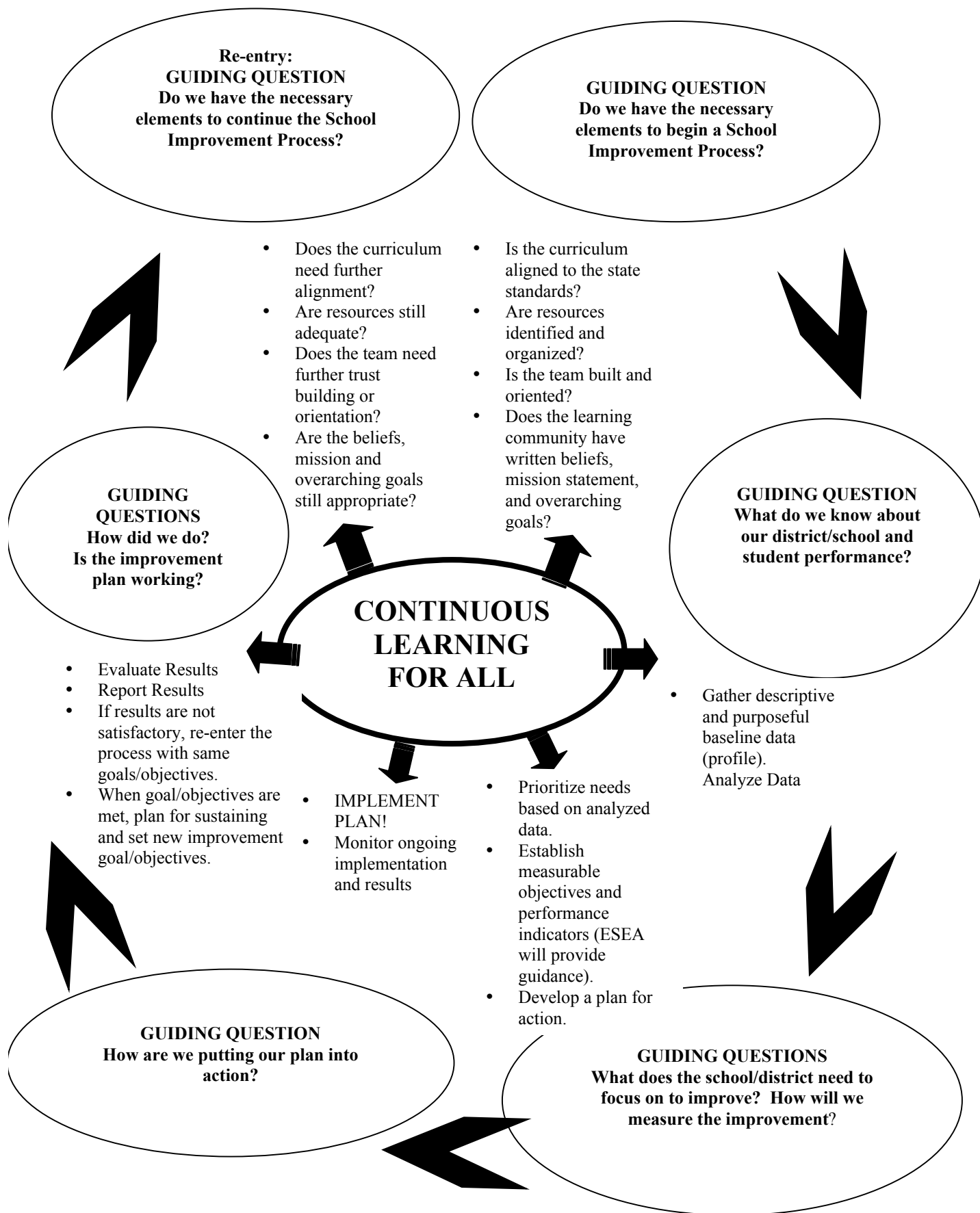|	
Roll-call Using Visual Synectics	Local Facilitators
Welcome	Linda Peterson
ARM 10.55.601 Overview	Accreditation Division
	Administrator
Cross Program Strategies	ESEA Administrator
ESEA/Special Education Connections	Special Education Administrator
	Linda Peterson
Quick Breather	10 Minutes
Introduction to the Profile Producer	Chris Provance
	Planning and Evaluation Specialist
Practice with the Demographic Section	Chris Provance
2002-03 Technical Assistance for 5YCEP	Linda Peterson
Q and A from Each Site	Linda Peterson
	Chris Provance

Recommended Comprehensive Planning Process

Continuously monitor the impact of the initiative through data. Make adjustments to plan if necessary.

Readiness:
Align standards to curriculum and assessment.
Establish leadership teams.

Implement initiative.
Provide on-going, job-embedded professional development to support change.

CONTINUOUS LEARNING FOR ALL

Gather, organize and display profile data.
Large group analysis of profile data.
Set district goals.

Research strategies for long-range systemic initiative that will lead to desired improvement.
Plan to implement initiative.
Determine all resources (federal, state, local) that will support the initiative.

Establish baseline of current conditions with regard to district goals.
Determine areas of need through profile data analysis.
Determine priority for system-wide initiative.
Set measurable objectives.

Re-entry:
GUIDING QUESTION
Do we have the necessary elements to continue the School Improvement Process?

GUIDING QUESTION
Do we have the necessary elements to begin a School Improvement Process?

Does the curriculum need further alignment?
Are resources still adequate?
Does the team need further trust building or orientation?
Are the beliefs, mission and overarching goals still appropriate?

Is the curriculum aligned to the state standards?
Are resources identified and organized?
Is the team built and oriented?
Does the learning community have written beliefs, mission statement, and overarching goals?

GUIDING QUESTIONS
How did we do?
Is the improvement plan working?

CONTINUOUS LEARNING FOR ALL

GUIDING QUESTION
What do we know about our district/school and student performance?

Evaluate Results
Report Results
If results are not satisfactory, re-enter the process with same goals/objectives.
When goal/objectives are met, plan for sustaining and set new improvement goal/objectives.

IMPLEMENT PLAN!
Monitor ongoing implementation and results

Prioritize needs based on analyzed data.
Establish measurable objectives and performance indicators (ESEA will provide guidance).
Develop a plan for action.

Gather descriptive and purposeful baseline data (profile).
Analyze Data

GUIDING QUESTION
How are we putting our plan into action?

GUIDING QUESTIONS
What does the school/district need to focus on to improve? How will we measure the improvement?

5 Year Comprehensive Education Plan Profile Producer
General instructions for the completion of Profile Section 1, Demographic Data:

1) Enter District Name, Legal Entity, and Grade Levels Served in the space provided on the cover sheet.

2) Click the tab at the bottom of each page to open each corresponding worksheet.

3) Enter the number of students or teachers following the directions on the heading of each chart.

4) If text is too large or too small, click on view and go to zoom. Then, increase or decrease your view of the screen. All font sizes are fixed.

5) Data necessary to complete each worksheet will be available as soon as possible at www.opi.state.mt.us

6) The Profile Producer will calculate appropriate percentages and build the graphics for you!

7) Analyze each chart. List findings of the analysis in the space provided.

***PLEASE, DO NOT use the CLEAR CONTENT Command when using these templates.
***In order to provide you with a consistent, easy-to-read document, all formatting has been protected.

If you would like a larger printed edition for group analysis of the data, we recommend that you click on the outline of the graphics only, then hit print (be sure to label chart with district name by hand) or photo copy sheets onto legal sized paper or larger.

If you have any questions regarding the use of the Profile Producer, see www.opi.state.mt.us/ "Frequently Asked Questions" or call Chris Provance at (406) 444-4436.
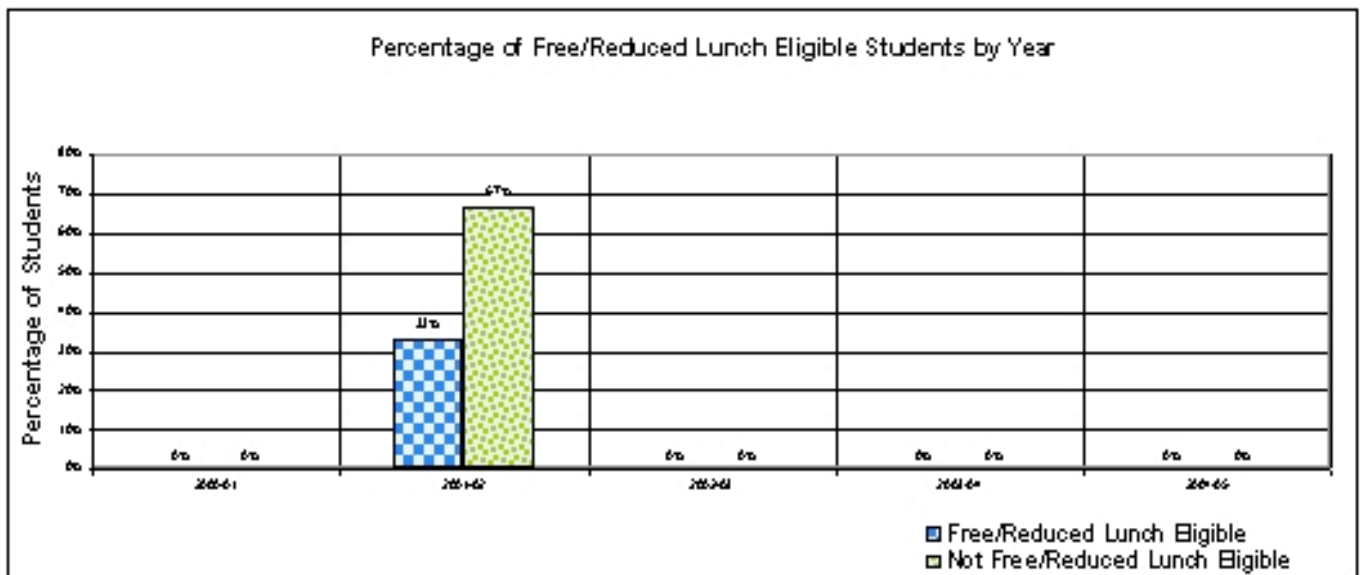
State of Montana-Public Districts

Longitudinal Enrollment Data By Free/Reduced Lunch

Complete the following chart using Maefairs Enrollment Data reported October 1 of each year.

Number of Students Eligible for F/R Lunch	2000-01	2001-02	2002-03	2003-04	2004-05
Free/Reduced Lunch Eligible		50521			
Not Free/Reduced Lunch Eligible	0	101426	0	0	0
Total Enrollment	0	151947	0	0	0

Percentage of Students Eligible for F/R Lunch	2000-01	2001-02	2002-03	2003-04	2004-05
Free/Reduced Lunch Eligible	#DIV/0!	33%	#DIV/0!	#DIV/0!	#DIV/0!
Not Free/Reduced Lunch Eligible	#DIV/0!	67%	#DIV/0!	#DIV/0!	#DIV/0!

Percentage of Free/Reduced Lunch Eligible Students by Year

In the space below, list the findings that emerge from the analysis of the above data.

State of Montana - Public Districts

Longitudinal Enrollment Data by Racial/Ethnic Origin

Complete the following chart using Maefairs Enrollment Data reported October 1 of each year.

Number of students with each racial/ethnic origin.	2000-01	2001-02	2002-03	2003-04	2004-05
American Indian/Native Alaskan		16121			
Asian American		1355			
Hispanic or Latino		2835			
Black or African American		62			
White, Non-Hispanic		130469			
Native Hawaiian or Pacific Islander		205			

Percentage of students with each racial/ethnic origin.	2000-01	2001-02	2002-03	2003-04	2004-05
American Indian/Native Alaskan	0.00%	10.61%	0.00%	0.00%	0.00%
Asian American	0.00%	0.89%	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	1.87%	0.00%	0.00%	0.00%
Black or African American	0.00%	0.04%	0.00%	0.00%	0.00%
White, Non-Hispanic	0.00%	85.86%	0.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	#DIV/0!	0.13%	#DIV/0!	#DIV/0!	#DIV/0!
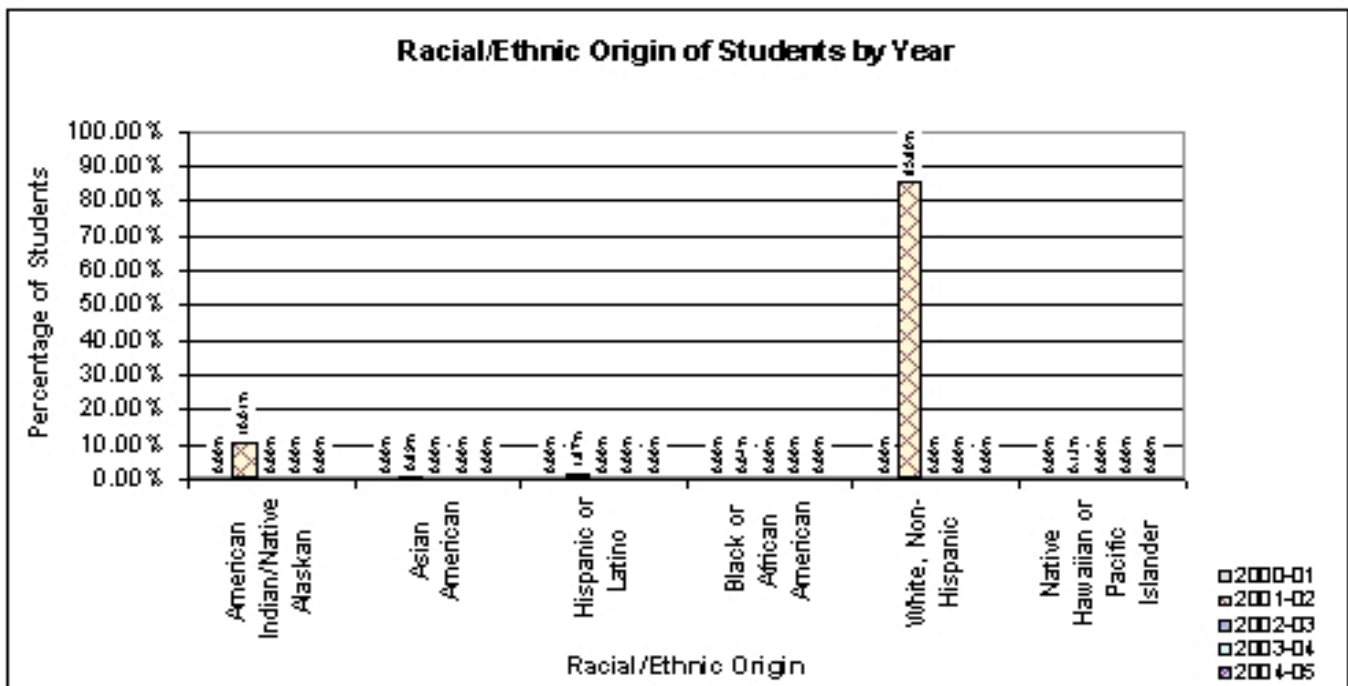
Racial/Ethnic Origin of Students by Year

In the space below, list the findings that emerge from the analysis of the above data.

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Here's What!/So What? Now What?

Complete the following with regard to the information you learned today.

Here's What (What are the most important points?)	So What? (Why are they important?)	Now What? (What do you or your team need to do now?)